



CONNECTICUT HEALTH EDUCATION EXCHANGE

Volume III A newsletter about health education issues, especially HIV/STD and teen pregnancy prevention Fall 2000

The Connecticut Health Education Exchange

Welcome to the third edition of the Connecticut Health Education Exchange. This semiannual newsletter is intended to inform educators and other youth servicing professionals of local, state and national efforts related to coordinated school health education programs, especially HIV/STD (sexually transmitted diseases) and pregnancy prevention.

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This newsletter is reviewed and approved by the SDE and Department of Public Health Materials Review Committee HIV/STD Task Force.



**"Clearly no knowledge is more crucial than
knowledge about health. Without it, no other life
goal can be successfully achieved."**

National School Boards Association

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Insert Share Your Opinion

Districts Awarded CSHP Grant

Four school districts were recently awarded a two-year grant to support the implementation of Coordinated School Health Programs (CSHP).

Granby, West Hartford, Danbury and New Haven were chosen through a statewide RFP process to be pilot schools in promoting the eight components of CSHP. Each district has developed a plan and will receive technical assistance from state agencies including the State Department of Education (SDE) and Department of Public Health (DPH), as well as community-based organizations enroute to becoming "living example" districts for the state.

The CSHP model focuses upon promoting a healthy school environment, health education, nutrition, physical education, health services, psychological and social services, health promotion for staff and family, and community involvement. The purpose of this model is to assist districts in coordinating services and programs to more efficiently and effectively address the needs of all students.

To find out more about CSHP contact Bonnie Edmondson, Coordinator HIV Prevention.

Connecticut Health Education Exchange

Bonnie J. Edmondson, HIV Project Coordinator

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Feature Teacher

DARLENE PLATT



The Connecticut Health Education Exchange would like to recognize and congratulate **Darlene Platt** from the Norwich Regional Vocational-Technical School in Norwich, Connecticut, as our second Feature Teacher. Darlene has been teaching for twenty-seven years and in the past has coached boys JV soccer and girls varsity basketball and softball. At present, she is an active Student Assistance Team member, the Title IX, Title VI, and 504 coordinator, is involved in curriculum development at the State Department of Education, and is a member of the Coordinated Health Education Cadre of Trainers.

Darlene describes teaching health education as “the most satisfying job I have had as a teacher” and describes her biggest challenge as “learning how to deal with the sensitivity of some topics . . . making all students comfortable requires a lot of focus.” Two people were kind enough to say a few words about Darlene. Richard Cavallaro, the former director of Norwich Technical High School, stated that “Darlene has always proven to be the consummate professional.” What makes Darlene succeed is “her unique ability to communicate with students at all levels . . . It enables her students to have fun, learn, and succeed.” Stephen Curry, the Life Skills Consultant for the Vocational-Technical system described Darlene as being “extremely dedicated, an ultra-professional, someone who gives of herself to the kids, school, and the state.” It is obvious to all around her that Darlene is a highly valued and respected health educator!

Many thanks go to Darlene for her work and dedication in the field of health education. Darlene will receive a Connecticut Health Education Exchange “Feature Teacher” T-shirt.

Do you know an outstanding teacher in the field of health education? If you would like to nominate a fellow professional to be highlighted in our next issue, please send the following information to the contributing editor by January 15, 2001, for our spring issue: 1) your name, address and phone; 2) nominee's name, address and phone; and 3) a brief description of the attributes and accomplishments of this person and your reasons for nominating them. The nominee must be a classroom teacher. Let's take time to honor and recognize the high quality educators we work with each day!



The Coordinated Health Education Cadre of Trainers

Do you need innovative, activity-based professional development in the areas of HIV/STD prevention? We can provide that at no cost with CEUs. The State Department of Education and the Department of Public Health, in collaboration with local school districts and community-based organizations, have developed a Coordinated Health Education Cadre of Trainers (CHEC). The purpose of CHEC is to provide quality, interactive, skills-based professional development workshops that promote health-enhancing behaviors in youth. The current focus is in HIV/STD prevention.

The goals of the Cadre are to: 1) provide current HIV/STD information and skills as well as identify resources for staying current with trends and information; 2) increase comfort level around teaching issues related to HIV/STD; 3) model age-appropriate activities utilizing a variety of teaching styles that target HIV/STD prevention, including negotiating abstinence, as well as reducing the risk for those choosing to be sexually active.

The Cadre will be presenting “Innovative Strategies to Address HIV/STD Prevention” at the Connecticut Association of Health, Physical Education, Recreation and Dance Conference in November. If you would like more information, or to schedule a workshop, please contact Bonnie Edmondson at 860-566-6980.

DPH Lending Library

The Department of Public Health AIDS Division is proud to announce the development of an Educational Curriculum Library available through the Community Distribution Center in Hartford. The curriculums are available for loan to educators, youth organizations, and human services agencies. Pamphlets, posters and the lending of HIV/STD educational videos are also available at no charge from the Distribution Center. There are no membership fees. Anyone interested in a catalogue may contact Dorine Testori at the AIDS Division. She can be reached at 860-509-7830.

Web Sites

Looking for a new web site relevant to Health Education? Try these:

www.HealthTeacher.com

An extensive array of lesson plans and assessments

www.aawhworldhealth.org

American Association for World Health - Check in for ideas about December 1, World AIDS Day

www.cdc.gov/hiv/dhap.htm

Centers for Disease Control and Prevention - Fact sheets and statistics on HIV and STD



Teen Risk-Taking Declines, But Not For Hispanics

(excerpted from *Family Life Matters*, Fall 2000)

New research from the Urban Institute indicates that today's teens take fewer health risks than teens did a decade ago. The study documents teen participation in ten risky behaviors: regular alcohol use, binge drinking, regular tobacco use, marijuana use, other illegal drug use, fighting, weapon carrying, suicidal thoughts, suicide attempts and risky sexual activity. Among the findings:

- Overall risk-taking among high school students fell during the 1990s;
- Hispanic teens' risk-taking is an alarming exception; the percentage of 9th and 10th grade Hispanic students engaging in five or more risk behaviors nearly doubled between 1991 and 1997; and
- Multiple-risk teens account for most risk-taking among adolescents.

The researchers point out that nearly all teens, even multiple risk-takers, participate in positive behaviors, like engaging in faith-based activities or playing sports. "We need to reach vulnerable teens through these positive connections," says lead researcher Laura Duberstein Lindberg, "and stop seeing teens as simply good or bad."

The study cites the need to treat a teen's participation in one specific risk behavior as a warning sign of likely involvement in additional risk behaviors and encourages concentrating risk-reduction efforts on multiple-risk students.

Source: L.D. Lindberg, et al., *Teen Risk-Taking: A Statistical Portrait*, The Urban Institute, June 2000, www.urban.org/family/TeenRiskTaking.html



Let's Talk

Health Education Roundtables

4:00-6:00 PM

January 11 EDUCATION CONNECTION, Litchfield
March 15 LEARN, East Lyme
May 10 EASTCONN, Hampton

Connect with other teachers, nurses, and health educators and learn new ways of reaching your students. Increase your knowledge and skills about our content area and learn about new resources. For information, email the EASTCONN Conference Office at: conferenceoffice@eastconn.org.

There is no fee for these roundtables. Light refreshments will be served and 0.2 CEUs will be awarded per session.

HIV Peer Education Program



[From left to right] Jane Tedorski, advisor; Shannon Rose, Laura Amodeo, David Rod

The award winning Newtown Youth Creating AIDS Awareness for Peers (NYCAAP) program recently presented a workshop at the statewide Youth Service Bureau Conference in Meriden. Members of NYCAAP shared some innovative strategies to address HIV prevention issues using trained high school peer educators based at the local youth service bureau. NYCAAP was the recipient of the 1996 Connecticut AIDS Leadership Award conferred by the State Department of Public Health. To find out more about this program call Jane Tedorski, advisor at 203-270-4335.



World AIDS Day

December 1, 2000 is World AIDS Day. Is your school/community planning activities supporting World AIDS Day? Let us know. Please send any innovative ideas to the contributing editor so that they may be included in future issues. We are looking to promote the expertise that is in this state.

For ideas and information on activities go to the World Health Organization's website at www.aawhworldhealth.org.



White House HIV/AIDS Report

(excerpted from *CDC HIV/STD/TB Prevention News Update*, October 11, 2000)

The White House Office of National AIDS Policy released a new report on HIV/AIDS in young people 13-24 in the United States. The report, entitled, "Youth and HIV/AIDS 2000: A New America Agenda," provides an overview of HIV/AIDS in young people, summarizes major federal responses to date, and includes recommendations for prevention, services, and research. The report highlights the facts that 1/2 of all new HIV infections continue to be in young people under the age of 25, that the majority of youth infected do not know it and are not in care, and that, despite the fact that prevention science has identified effective programs, these programs are not in widespread use in the United States. According to the report, prevention resources should be more reflective of the estimated infection rate.

The report is available at www.whitehouse.gov/ONAP (click on "hotnews"). A limited number of hard copies of the report are available from the CDC National Prevention Information Network at 800-458-5231.

Bright Ideas for Classroom Activities



Developing Critical Thinking Skills ~ AIDS Logic Puzzle

Source: *American Journal of Health Education*, article submitted by Kim Fries

If the overall goal of an AIDS education curriculum is to prevent the spread of HIV, then it is imperative that we as teachers provide our students with more than just facts and statistics about this virus. It is important also that the students are provided with the opportunity to comprehend, synthesize, evaluate, and analyze all aspects of this syndrome. Students need to be provided with higher order activities that will help them to internalize the information surrounding this pandemic that our society is facing. Once internalized, students can make healthy behavioral choices that will keep them safe from

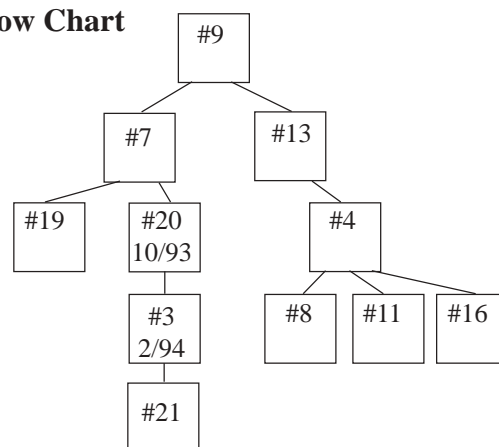
transmission.

One activity that can help students to gain critical thinking skills is presented here. The goal of this activity is to help students take the knowledge about the transmission of HIV and apply it to life situations where people come into contact with other people in a variety of ways. In some of these instances HIV is transmitted and in some instances it is not. This may be challenging for middle school students who may need help getting started.

The puzzle on this page is a logic puzzle. The object is to try and determine which of the 22 people may become HIV infected and which would not. Each person is only known by a number. The second column is a description of a behavior that the person engaged in and the final column is the date that behavior occurred. Your job is to read the columns and determine who would and who would not get infected. Draw a flow chart or diagram to show the pathway of infection. Have students work individually or in pairs. Allow groups to present their flow charts on the board and discuss where mistakes may have been made.

Person	Action or Behavior	Date
1	.... Engaged in sex with spouse (#6)	9/93
2	.... Attended a Tampa Bay Lightning Game with #7	12/93
3	.... A newborn (#3) was breast-fed by mom (#20)	2/94
4	.... Engaged in body piercing, sharing needles with #13	12/93
5	.... Engaged in sexual intercourse with #9	6/93
6	.... Bit by a dog	9/93
7	.... Received blood during surgery from #9	9/93
8	.... Received a tattoo after sharing a needle with #4	3/94
9	.... HIV infected while vacationing in New York	7/93
10	.... A newborn (#10) was breast-fed by her mom (#20)	2/93
11	.... A child born to mother (#4)	10/94
12	.... Shared an ear piercing needle with #1	7/93
13	.... Shared a cocaine needle with #9	10/93
14	.... Fell and bled profusely all over #19	1/94
15	.... Used a tattoo needle after #4	1/94
16	.... Had sex with #4	9/93
17	.... Engaged in sexual intercourse with #12	10/93
18	.... Shared a pizza with #4	11/93
19	.... Using the same needle, injected steroids with #7	11/93
20	.... Received blood from #7	10/93
21	.... As a nurse, stuck with a needle after using it on #3	4/94
22	.... Donated blood to #21	4/94

Flow Chart



Those not infected:

#s: 1, 2, 5, 6, 10, 12, 14, 15, 17, 18, 22

If you have a "Bright Idea" to share, please send it to the contributing editor.

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